

# Tic Tocs Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY341909

**Inspection date**

02/02/2010

**Inspector**

Julie Neal

**Setting address**

Tic Tocs Day Nursery, Haldon Road, EXETER, EX4 4DZ

**Telephone number**

01392 410902

**Email**

**Type of setting**

Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Tic Tocs Day Nursery is one of three nurseries run by SPL Education Ltd. It was originally established in 1994, and re-registered under its current ownership in 2006. It is set in a converted former college in the centre of Exeter. The premises are all on one floor and there is an enclosed outdoor play area. The nursery is open Monday to Friday from 7.45 a.m. to 6.00 p.m. all year round.

The nursery is registered to care for a maximum of 63 children at any one time, all of whom may be in the early years age range. There are currently 65 children on roll in this age group attending at different times. The nursery is also registered on the compulsory and voluntary parts of the Childcare Register, enabling them to offer care to children aged over five years to 11 years of age. The setting supports children with special educational needs and/or disabilities. There are 18 members of staff working with children, all of whom have childcare qualifications. In addition, staff are supported by a cook, and by senior managers within SPL Education Ltd.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children enjoy an immensely inclusive environment where their individual needs are met extremely well. Staff are knowledgeable and confident practitioners who use their skills very well in planning activities that promote children's individual development. This results in children of all ages and abilities making consistently excellent progress towards the early learning goals in all areas. Extremely effective systems of self evaluation enable the setting to identify strengths and areas for development. Evaluations are analysed very well in making action plans for the future, ensuring these focus on achieving and sustaining high quality outcomes for children.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- making minor improvements to the cloakroom to benefit children's learning and development, such as, enabling older children to develop appropriately private habits as they prepare to move on to school.

## **The effectiveness of leadership and management of the early years provision**

Dynamic leadership and management in the setting results in a highly effective staff team who understand the requirements of the Early Years Foundation Stage extremely well. This is demonstrated in their excellent implementation of policies

and procedures that safeguard children and protect them from harm. All staff undertake safeguarding training, with senior practitioners enhancing their knowledge through annual refresher courses in this area. This results in staff having an excellent understanding of issues that may raise concerns regarding the abuse or neglect of children. Written policies reflect Local Safeguarding Children Board procedures, and these are shared with parents to ensure they are aware of the setting's responsibility to protect children in their care. Robust employment procedures ensure that staff are suitable to work with children, and there are effective measures in place to confirm their ongoing suitability. Access to the premises is strictly monitored. CCTV enables staff to observe those approaching the setting, and entry is restricted through the use of coded key-pads. Visitors are asked to provide suitable identification, their presence is recorded and they are supervised at all times. Children are kept safe and secure within the setting because risk assessments and supporting routines and procedures are extremely rigorous. For example, risk assessments are specific to each area of the setting, taking account of the ages and abilities of children. Therefore, documents relating to the baby room show consideration of hazards that may not apply to older children. All regulatory documentation is maintained very well. Attendance records show the times that children and staff are present and confirm that children benefit from high adult ratios. Policies and procedures that support good practice are clear and well written, implemented most effectively by staff, and shared with parents.

Self evaluation within the setting is excellent. All staff take an active part in monitoring how effectively the setting supports children's welfare, learning and development. Managers have successfully promoted a culture of reflective practice where staff continually look for ways to improve children's experiences and enjoyment. For example, reviews of the layout of each room, and how resources are used in different areas, have led to some significant changes. Children now immensely enjoy exploring sensory areas; and small cosy areas in each room allow children to benefit from quiet space for thoughtful activities such as reading a book. Parents' and children's views are sought and included in the self evaluation process. Feedback from regular questionnaires completed by parents, and information from their daily discussions with staff, is respected and acted upon. For example, menus now include a variety of spicy foods as a response to suggestions made by parents.

There is a strong commitment to inclusive practice in the setting, and children thrive in an environment where their individual differences are acknowledged and respected. Children attend from a range of cultures and communities, and several children speak languages other than English at home. They receive excellent support from staff, enabling them to quickly settle in and to make friends. Their languages and cultures are celebrated, and resources are used effectively to introduce children to differences, for example, looking at books written in English and Arabic and comparing the writing.

Staff work extremely well with parents to ensure they have a thorough understanding of their children's needs. For instance, staff caring for babies have an excellent awareness of each child's daily routines because they share information most effectively with parents. This results in babies' changing needs as

they grow and develop being understood and supported very well. Parents receive high quality information about all aspects of the setting, and staff regularly share their children's learning and development records with them. Staff also ensure they develop good relationships with other professionals involved in supporting individual children's learning and development, for example, where children attend more than one setting that provides the Early Years Foundation Stage.

## **The quality and standards of the early years provision and outcomes for children**

Children's welfare, learning and development is promoted extremely well in all areas of the setting. Excellent health and safety procedures are implemented very well to ensure children remain safe and secure at all times, and are protected from the risk of cross infection. Staff consistently demonstrate good hygiene practice and provide children with effective role models. For example, when children wash their hands before lunch they see staff wash their hands too. Children's personal independence is supported very well, for example, they proudly display stickers that show how many times they have managed to use the potty without help. A minor weakness is that lack of doors on toilet cubicles means that children do not learn about privacy in this area; however, younger children benefit as staff can easily see when they need assistance. Documentation supporting children's welfare is well maintained and shared appropriately with parents. For example, records of any accidents or incidents involving children, and of any medicine administered. Excellent risk assessments and daily good safety practice by staff ensures children remain safe and protected at all times. Children develop a very good awareness of how to stay safe in the setting because safety routines are consistently discussed and practiced with them. For example, following rain, parts of the outdoor area are slippery and staff ensure children are aware of this before going out to play. Children reflect on the last time this area was slippery, during recent icy weather, and how they played safely. Regular practices of emergency evacuation procedures ensure children learn to conduct themselves safely in the event of a fire.

Children immensely enjoy the nutritious, appetising, and plentiful meals and snacks provided. They enjoy a very good variety of fresh fruit and vegetables every day. Individual dietary requirements are understood and met very well. Several children have medical or cultural reasons why certain foods must be excluded from their diets and staff are aware of these. For instance, a number of children do not eat pork; items such as bought pastry and cake often contain pork products. Home baking ensures ingredients are suitable for all children present. Mealtimes are used extremely well to promote children's social skills. For example, older children enjoy lively discussions about what they eat, reinforcing their awareness of food that is good for them. Babies sit together round a table so they can see each other and learn to interact.

Children make consistently excellent progress towards the early learning and development goals in all areas. This is because staff use their observations of children exceptionally well to develop highly individualised learning plans for each child. This results in children of all ages being challenged and extended, and

making extremely good progress relative to their starting points. Staff recognise children's individual learning styles very well and ensure that these are supported. For example, children of all ages are confident mark makers because they have many different contexts to develop pre-writing skills. Some children immensely enjoy using brushes and water to 'paint' simple shapes on a table top, developing the co-ordination that will benefit them later as they come to formal writing. Others use pens and pencils to keep records in imaginary play. Such as, children are playing being at school, and the 'teacher' takes a register, carefully making marks as their friends respond to their names. Records of children's progress are excellent, providing a very clear picture of each child's achievements and demonstrating how their skills have developed over time. These are extremely well presented, using observations of children, photographs and examples of children's work as evidence of their progress. All entries in children's journals make clear links between what children are doing, and how this links to specific learning and development goals.

Children are immensely eager participants who avidly explore activities and resources. For example, staff have observed that a very young child is attracted to shiny objects. They provide glittery shredded paper and the child has a wonderful time watching how it catches the light and exploring how it feels. Staff extend this well, engaging in a game where they put paper on each others heads and arms, developing the child's awareness of themselves and of others. All children have excellent opportunities to develop confidence in the use of simple technology. Younger children use a range of programmable and interactive toys that require specific actions to be made in order to achieve desired outcomes. Older children are extremely competent as they use a variety of computer programmes, they confidently use the keyboard and mouse, and know how to print off their work. Children are extremely well behaved in the setting. Their self esteem is fostered very well, resulting in children who are emotionally secure and who are confident that their needs will be met. Staff recognise children's limits when planning activities and routines. For example, whole group activities for very young children, such as story times, are short and focused and do not stretch beyond children's attention spans. Therefore children do not become frustrated by being expected to stay still for extended periods, and so their behaviour remains very good.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

|  |   |
|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 1 |
| The capacity of the provision to maintain continuous improvement                                     | 1 |

### The effectiveness of leadership and management of the early years provision

|  |   |
|--|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 1 |
| The effectiveness with which the setting deploys resources   | 1 |
| The effectiveness with which the setting promotes equality and diversity                             | 1 |
| The effectiveness of safeguarding  | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships  | 2 |
| The effectiveness of the setting's engagement with parents and carers                                | 1 |

### The quality of the provision in the Early Years Foundation Stage

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

|  |   |
|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 1 |
| The extent to which children achieve and enjoy their learning    | 1 |
| The extent to which children feel safe                           | 1 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 1 |
| The extent to which children develop skills for the future       | 1 |

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## **Annex B: the Childcare Register**

|   |     |
|---|-----|
| The provider confirms that the requirements of the compulsory part of the Childcare Register are: | Met |
|---|-----|

|  |     |
|--|-----|
| The provider confirms that the requirements of the voluntary part of the Childcare Register are: | Met |
|--|-----|